DOCUMENT RESUME

ED 030 315 EM 007 247

By-Brown, Robert M.

A Survey of the Viewers of College Courses Taught Over Television.

State Univ. of New York, Albany. Instructional Resources Center.
Pub Date Apr 67
Note-98p.
EDRS Price MF-$0.50 HC-$5.00
Descriptors-*Adult Education, Astronomy, Broadcast Television, *College Instruction, College Students, Continuous Learning, Educational Television, *Extension Education, History, Instructional Television, Questionnaires, Social Sciences, Telecourses, *Televised Instruction, Television Curriculum, *Television Surveys, Television Viewing

A survey was conducted, in the fall of 1966, of students' reaction to three college credit courses, Astronomy, Latin America I, and Latin America II, broadcast in major cities in the State of New York. The 608 viewers who were sent questionnaires did not represent all viewers, but rather those interested enough to write in for materials. Sixty-eight percent of these responded to the mailed questionnaire. Most of the viewers watched most of the programs, and in the evening. Viewers preferred to watch on weekday evenings. They found the courses interesting and satisfactory, and on a par with, or better than, classroom or other TV courses. Social science subjects were largely preferred for future programs and, in the existing programs, male viewers preferred Astronomy, while female viewers favored the History courses. Most viewers were aged over thirty, and housewives watched the program more than any other group. Students (including housewives) made up 40 percent of the credit viewers. Telecourses in the future should be field tested for learning, should have evaluation built into them, and should be given more publicity. (GO)

ED030315

# A Survey of the Viewers of College Courses Taught Over Television

BY

ROBERT M. BROWN

INSTRUCTIONAL RESOURCES CENTER

STATE UNIVERSITY OF NEW YORK AT ALBANY

APRIL 1967

EM 007 247

ED030315

# A SURVEY OF THE VIEWERS OF COLLEGE COURSES TAUGHT OVER TELEVISION

By

Robert M. Brown

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

INSTRUCTIONAL RESOURCES CENTER

STATE UNIVERSITY OF NEW YORK AT ALBANY

April, 1967

TABLE OF CONTENTS


INTRODUCTION ..... 1

SUMMARY ..... 5

FINDINGS ..... 8

CONCLUSIONS AND IMPLICATIONS ..... 87

APPENDIX ..... 91

INTRODUCTION

In the fall of 1966 three college credit courses, Astronomy, Latin America I and Latin America II were broadcast in major cities in the state. This survey was done to obtain the students' reaction to the courses. The television survey was based on a questionnaire developed by the Instructional Resources Center at State University of New York.* Produced in the Spring of 1966, the questionnaire was field tested at that time with over 300 viewers. It was revised in the Fall of 1966 and sent out to 608 viewers who had either registered for the course or had written in for the syllabus. These do not represent all the viewers, but rather those who were interested enough to write in for the materials. The questionnaires were sent out in early December 1966 and 68 percent of them were returned by January, 1967, which is a very good response to a mailed questionnaire. Table I shows the returns from the areas.

TABLE I QUESTIONNAIRE DISTRIBUTION

| LOCATION | MAILED | RETURNED | PERCENT RETURNED |
|---|---|---|---|
| Albany | 194 | 120 | 62% |
| Buffalo | 93 | 79 | 85% |
| Brockport | 48 | 38 | 79% |
| Geneseo | 57 | 46 | 81% |
| Oswego | 9 | 8 | 89% |
| Onondaga | 67 | 48 | 72% |
| New York | 140 | 72 | 51% |
| Total | 608 | 411 | 68% |

*See Appendix for Questionnaire

The highest returns were from Buffalo and Oswego at 85 percent and 81 percent respectively, and the lowest from New York at 52 percent, and Albany at 62 percent. However, numerically, Albany, Buffalo, and New York account for two-thirds of all responses. Albany (from Question Number 3) accounted for almost half of the credit students, with Buffalo supplying another quarter. New York accounted for only 5 percent of the credit students but a quarter of the non-credit students.

The questionnaire is tabulated on a percentage basis for comparison, but the base for comparison is given at the top of the chart. For example, the base for credit students in Astronomy in Question Number 1 is 97 while the base for non-credit is 143. That is, 97 represents 100 percent of the credit students and 143 represents 100 percent of the non-credit students in Astronomy for Question Number 1. This base varies from question to question depending on the number of students who answered the particular question. For example, the base for credit students in Astronomy for Question Number 4 is 95.

The survey covers only those who registered and watched or wrote in for the syllabus. It is <u>not</u> a representative sample of the total viewers, and is not a representative sample of the potential viewers in the state. The results did not consider correlations or statistical differences as this was outside the scope of the study. In 1960 there were approximately 313,000 pupils in college or about 2 percent of the population, and our sample is only 413 viewers.*

*Ober, B. H., Measuring Television Audience, A. C. Nielsen Co., New York, 12 pp. reprint for Mediascope Magazine. A sample size of 300 is used to get an estimate of the audience of programs in the Chicago area (P. 3).

Table II shows a comparison of the sample with the general population of the state.

TABLE II SOCIO-ECONOMIC COMPARISON STATEWIDE AND QUESTIONNAIRE SAMPLE

| FOR COMPARISON | STATE | SAMPLE |
|---|---|---|
| Educational Level | High School | Beyond High School |
| Occupation | Skilled | Professional |
| Sex | Same Distribution | Same Distribution |
| Age | Under 40 | Over 40 |

This chart is based on the mode for simplicity. That is, it concentrates on the largest groups within the state or sample and not the average or median.

The various areas within the state did not seem to vary significantly with regard to age, school level and occupation as shown in Table III.

TABLE III CHARACTERISTICS OF SELECTED STATE*AREAS

| LOCATION | YEARS OF SCHOOL COMPLETED | OCCUPATION | | | AGE MODE |
|---|---|---|---|---|---|
| | | PROF'L | SKILLED | OTHER | |
| Albany | 10.9 years | 28% | 36% | 36% | No Entry |
| Buffalo | 10.5 | 21 | 33 | 46 | 32-37 years |
| Rochester (Inc. Brockport) | 11.0 | 24 | 32 | 44 | 37-43 |
| Syracuse (Inc. Oswego, Onondaga) | 11.3 | 19 | 36 | 45 | No Entry |
| New York | 10.8 | 25 | 35 | 40 | 37-45 |

In brief, the sample was better educated, older, and contained more professional people than the state as a whole or any large, identifiable urban area. Details of the samples' age, occupation, and other characteristics are given in the following charts.

---

* U. S. Bureau of the Census, Census of Population, 1960
Vol. I, Characteristics of Population, Part 34 ABCD,
U. S. Government Printing Office, Washington, D.C., 1963

## SUMMARY

Thirty-one points were covered in the questionnaire and the results are summarized below. More detailed information is contained in the text.

1. How many of the television lessons did you view?
   Most of the viewers watched most of the programs.

2. When did you view the television lessons?
   Most viewers watched in the evening.

3. Where did you register for the course and/or receive the syllabus?
   48 percent of the credit viewers registered in Albany.
   25 percent in Buffalo.
   5 percent in New York City.

4. Did you take notes while viewing these television courses?
   Notes were taken by most of the students most of the time.

5. What times would be the most convenient for you to view television lessons?
   Viewers preferred to watch the television programs on a weekday evening.

6. How helpful was the syllabus in learning the material in the television courses?
   The syllabus was helpful in the courses.

7. Did you buy the textbooks(s) for this television course?
   Credit viewers bought the textbooks.

8. Was the textbook helpful in learning the material in this television course?
   The textbook was helpful.

9. How would you describe the content of this course?
   Most viewers were satisfied with the courses.

10. How would you describe the presentation of this course?
    The courses were interesting.

11. How do these television lessons compare to, the other courses you have taken, either by television or in the classroom?
    The courses were the same or better than classroom or other television courses.

12. If you watched repeat broadcasts of these television lessons, why did you do so?
    Repeat lessons were watched equally to either review or make up a lesson.

13. When did you last take a college course other than this particular television course?
    The courses were viewed by those still in college or out for more than four years.

14. In what way(s) are you presently continuing your higher education other than this television course?
    About a third of those continuing their education plan to do it by television.

15. If you are not now continuing your higher education, in what way(s) do you plan to do so?
    Two-thirds of those who plan to continue their education will do it by television.

16. What type of course do you want on television?
    Credit courses mainly undergraduate were most wanted by viewers.

17. How often would you be willing to attend a class meeting at a local college to obtain extra credit in a television course?
    Credit viewers will attend a meeting a week for extra credit.

18. What is your objective(s) in continuing your higher education?
    Credit viewers want a degree, non-credit viewers want enrichment.

19. Will further courses on television help you to achieve this goal?
    Most viewers felt television will help them obtain their goal.

20. How did you find out about this television course?
    The largest number of viewers learned of the course through the newspaper.

21. What program(s) in this television course did you like best and why?
    Many of the viewers liked all the programs.

22. Which program(s) in this television course did you like least and why?
    Dullness and disorganization were liked least by viewers.

23. What subjects would you like to see on future television courses?
The social science subjects were preferred by future television viewers.

24. What comments describe your feelings about learning via television?
Viewers liked the convenience of television.

25. Comments: Television courses are not too bad after all.

26. What course were you registered in?
Astronomy had the most registrations.

27. Were you a credit or non-credit viewer?
Most viewers were non-credit.

28. What is your highest educational level?
College students or those aspiring to be so were three quarters of the viewers.

29. What is the sex of viewers?
Males tended to take Astronomy and females the History courses.

30. What is the age of viewers?
Most viewers were over 30.

31. What is the occupation of viewers?
More housewives watched the courses than any other occupational group.

#1 HOW MANY TELEVISION LESSONS DID YOU VIEW?

This question had four alternatives from which the respondents could choose. If, however, we combine alternative number one, "First Few", and alternative two, "About Half", we can see that these viewers watched about half of the programs or less.

The composite chart when combined this way gives a total of 20 percent of the students who watched half or fewer than half of the programs. A combination of categories three, "Most of Them", and four, "All of Them", indicates on the composite group that 80 percent of the students watched enough programs to have completed the course. Non-credit students accounted for 15 percent of those not completing the course. Credit students accounted for only five per cent of those not completing the course based on the total group.

Thus, 90 percent of the credit students viewed enough programs to have completed the course, and 75 percent of the non-credit students viewed sufficient programs to have completed the course. In Latin America II the completions increase to 96 percent while in Astronomy they decrease to 87 percent for the credit students.

**RESPONSE IN PERCENT TO**

**QUESTION NUMBER** 1 HOW MANY TELEVISION LESSONS DID YOU VIEW?

**KEY:** C - CREDIT ■ NC - NON-CREDIT ▥

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 97 C<br>BASE 100% = 143 NC | BASE 100% = 44 C<br>BASE 100% = 76 NC | BASE 100% = 24 C<br>BASE 100% = 29 NC | BASE 100% = 165 C<br>BASE 100% = 248 NC | BASE 100% = 413<br>C + NC |
| FIRST FEW | ■ 2%<br>▥ 6 | ■ 5%<br>▥ 14 | ■ 4%<br>▥ 7 | ■ 3%<br>▥ 8 | ■ 7%<br>▥ 2 5 |
| ABOUT HALF | ■ 11<br>▥ 18 | ■ 2<br>▥ 16 | ■ 0<br>▥ 21 | ■ 7<br>▥ 17 | ■ 13<br>▥ 3 10 |
| MOST OF THEM | ■ 55<br>▥ 53 | ■ 43<br>▥ 42 | ■ 42<br>▥ 48 | ■ 50<br>▥ 50 | ■ 49<br>▥ 20 29 |
| ALL OF THEM | ■ 32<br>▥ 23 | ■ 50<br>▥ 28 | ■ 54<br>▥ 24 | ■ 40<br>▥ 25 | ■ 31<br>▥ 16 15 |

#2 WHEN DID YOU VIEW THE TELEVISION LESSONS?

On a composite basis, that is, a percentage computed on the entire response, 58 percent of the group viewed the programs in the evening; 17 percent in the morning, 16 percent at different times and 9 percent in the afternoon. A morning showing and an evening showing would account for 75 percent of the viewers.

This varies from course to course and from credit to non-credit student. 75 percent of the non-credit Astronomy students viewed the course in the evening, while only 28 percent of credit students for Latin America II viewed it in the evening. However, in repeated showings, the law of diminishing returns seems to operate, with 58 percent viewing in the evening, 17 percent in the morning, 8 percent in the afternoon and 16 percent at various times.

This question is closely related to number five which asks "What time would be the most convenient for you to view the television lessons?". A weekday was preferred by 81 percent of the students, with 8 percent favoring Saturday and 11 percent favoring Sunday. The best morning hours were 7 to 9, the best afternoon 12 to 1, and the best evening 6 to 8.

A combination of question 2 and 5 indicates the best time is 6 to 8 in the evening, with the next best time 9 to 11 in the evening, and finally 7 to 9 in the morning.

By proportionately dividing "at different times" it is estimated that 70 percent watched in the evening , 20 percent in the morning, and 10 percent in the afternoon.

RESPONSE IN PERCENT TO

QUESTION NUMBER 2 WHEN DID YOU VIEW THE TELEVISION LESSONS?

KEY: C-CREDIT ▬ NC-NON-CREDIT ▮▮▮▮▮▮

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 102 C<br>BASE 100% = 146 NC | BASE 100% = 44 C<br>BASE 100% = 80 NC | BASE 100% = 25 C<br>BASE 100% = 31 NC | BASE 100% = 171 C<br>BASE 100% = 257 NC | BASE 100% = 428<br>C+NC |
| MORNING | ▬ 16%<br>▮▮▮ 11 | ▬ 30%<br>▮▮▮▮▮▮▮▮ 28 | ▬ 7%<br>▮▮▮▮▮ 19 | ▬ 18%<br>▮▮▮▮▮ 17 | ▬▮▮▮ 17%<br>7 10 |
| AFTER - NOON | ▬ 3<br>▮ 5 | ▬ 4<br>▮▮▮ 12 | ▬ 24<br>▮▮▮▮▮▮▮ 26 | ▬ 8<br>▮▮▮ 10 | ▮▮▮ 9<br>3 6 |
| EVENING | ▬ 63<br>▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 75 | ▬ 52<br>▮▮▮▮▮▮▮▮▮▮▮▮ 40 | ▬ 28<br>▮▮▮▮▮▮▮▮▮▮ 36 | ▬ 54<br>▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 59 | ▬▮▮▮▮▮▮▮▮▮▮ 58<br>22 36 |
| DIFFERENT TIMES | ▬ 18<br>▮▮▮ 9 | ▬ 14<br>▮▮▮▮▮▮ 20 | ▬ 41<br>▮▮▮▮▮ 19 | ▬ 20<br>▮▮▮▮ 14 | ▬▮▮▮ 16<br>8 8 |

RESPONSE IN PERCENT TO

QUESTION NUMBER 3 WHERE DID YOU REGISTER FOR THE COURSE AND/OR RECEIVE THE SYLLABUS?

KEY: C-CREDIT ▬ NC-NON-CREDIT ▥

| CATEGORY | ASTRONOMY<br>BASE 100% = 97 C<br>BASE 100% = 134 NC | LATIN AMERICA I<br>BASE 100% = 44 C<br>BASE 100% = 73 NC | LATIN AMERICA II<br>BASE 100% = 22 C<br>BASE 100% = 28 NC | AVERAGE<br>BASE 100% = 163 C<br>BASE 100% = 235 NC | COMPOSITE<br>BASE 100% = 398 C+NC |
|---|---|---|---|---|---|
| ALBANY | 70%<br>14 | 14%<br>10 | 33%<br>46 | 48%<br>16 | 30%<br>20 10 |
| BUFFALO | 11<br>11 | 32<br>15 | 67<br>39 | 25<br>16 | 20<br>10 10 |
| BROCKPORT | 6<br>12 | 7<br>12 | 0<br>11 | 6<br>11 | 10<br>3 7 |
| GENESEO | 4<br>11 | 16<br>23 | 0<br>4 | 7<br>14 | 11<br>3 8 |
| OSWEGO | 3<br>1 | 6<br>1 | 0<br>0 | 3<br>1 | 2<br>1 1 |

| | | | | | |
|---|---|---|---|---|---|
| ONONDAGA | 1<br>16 | 18<br>22 | 0<br>0 | 6<br>16 | 11<br>2 9 |
| NEW YORK | 5<br>35 | 7<br>17 | 0<br>0 | 5<br>26 | 16<br>2 14 |

#3 "WHERE DID YOU REGISTER FOR THE COURSE AND/OR RECEIVE THE SYLLABUS?"

The composit portion of the chart indicates that Albany and Buffalo accounted for 50 percent of all viewers with Albany alone accounting for 30 percent of the total. This may be indicative of the amount of local advertising. For example, Albany accounted for 70 percent of the credit students in Astronomy, and 48 percent of all credit students. This, of course, is way out of proportion to the population of the area. Perhaps this is a reflection not only of local advertising, but also local effort on the part of school officials or advisors.

RESPONSE IN PERCENT TO

QUESTION NUMBER 4 DID YOU TAKE NOTES WHILE VIEWING THESE TELEVISION COURSES?

KEY: C-CREDIT ■ NC-NON-CREDIT ▥

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 95 C<br>BASE 100% = 132 NC | BASE 100% = 42 C<br>BASE 100% = 71 NC | BASE 100% = 23 C<br>BASE 100% = 28 NC | BASE 100% = 106 C<br>BASE 100% = 231NC | BASE 100% = 391<br>C+NC |
| RARELY | 8%<br>42 | 5%<br>31 | 0%<br>36 | 6%<br>38 | 25%<br>2 23 |
| OCCASIONALLY | 5<br>24 | 7<br>23 | 9<br>14 | 6<br>23 | 15<br>2 13 |
| FAIRLY OFTEN | 12<br>11 | 7<br>12 | 4<br>7 | 9<br>10 | 10<br>4 6 |
| MOST OF THE TIME | 75<br>23 | 80<br>35 | 86<br>43 | 79<br>29 | 50<br>32 18 |

#4 DID YOU TAKE NOTES WHILE VIEWING THESE TELEVISION COURSES?

The conclusion drawn from this chart is that most of the credit students took notes most of the time, while only about a third of the non-credit students took notes. With regard to notetaking, an interesting sidelight seemed to be that students in Latin America I and II had difficulty with Spanish names, although scientific names did not appear to be a problem in Astronomy.

#5 WHAT TIMES WOULD BE THE MOST CONVENIENT FOR YOU TO VIEW TELEVISION LESSONS?

There were multiple answers on this question, but it was clearly indicated that weekdays were preferred by 81 percent of the viewers.

The evenings were preferred by 53 percent, with most of them preferring the hours 6 to 8. The next best time is 8 to 10. The mornings were preferred by 25 percent of the respondents, with most of them preferring the hours 8 to 9, although, the entire period of 7-9 seemed to be convenient. Teachers commented that 8:00 a.m. was not a good time for them to view due to their classroom schedules. The afternoons were preferred by 22% of the respondents, and the best time was from 12 to 1.

However, question two indicated that only 9 percent actually viewed in the afternoon. Question Number 5 is an opinion or preference question, while Number 2 is a historical question showing what the students actually did.

#5 WHAT TIMES WOULD BE THE MOST CONVENIENT FOR YOU TO VIEW TELEVISION LESSONS?

| | |
|---|---|
| WEEKDAY | 81% |
| SATURDAY | 8% |
| SUNDAY | 11% |

Base 100% - 360

| | |
|---|---|
| MORNING | 25% |
| AFTERNOON | 22% |
| EVENING | 53% |

Base 100% - 380

Morning

| | |
|---|---|
| 7-8 | 22% |
| 8-9 | 35% |
| 9-10 | 15% |
| 10-11 | 13% |
| 11-12 | 15% |

Base 100% - 223

Afternoon

| | |
|---|---|
| 12-1 | 22% |
| 1-2 | 17% |
| 2-3 | 12% |
| 3-4 | 12% |
| 4-5 | 20% |
| 5-6 | 17% |

Base 100% - 192

Evening

| | |
|---|---|
| 6-7 | 25% |
| 7-8 | 19% |
| 8-9 | 17% |
| 9-10 | 12% |
| 10-11 | 11% |
| 11-12 | 16% |

Base 100% - 465

#6 HOW HELPFUL WAS THE SYLLABUS IN LEARNING THE MATERIAL IN THE TELEVISION COURSE?

Some ninety-four percent of the students found the syllabus helpful. This is particularly evident in Astronomy and Latin America I. However, 16 percent of the credit students did not find the syllabus helpful in Latin America II. This number is more than three times that of Latin America I and four times that of Astronomy. This indicates that this particular syllabus probably needs revising.

RESPONSE IN PERCENT TO

QUESTION NUMBER 6 HOW HELPFUL WAS THE SYLLABUS IN LEARNING THE MATERIAL IN THE TELEVISION COURSE?

KEY: C-CREDIT ■■■■■ NC-NON-CREDIT ▮▮▮▮▮▮

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 96 C<br>BASE 100% = 137 NC | BASE 100% = 44 C<br>BASE 100% = 68 NC | BASE 100% = 26 C<br>BASE 100% = 25 NC | BASE 100% = 166 C<br>BASE 100% = 230 NC | BASE 100% = 396<br>C+NC |
| HELPFUL | 96%<br>96 | 95%<br>94 | 84%<br>92 | 94%<br>95 | 94%<br>39 55 |
| NOT HELPFUL | 4<br>4 | 5<br>6 | 16<br>8 | 6<br>5 | 6<br>3 3 |

#7 "DID YOU BUY THE TEXTBOOK(S) FOR THIS TELEVISION LESSON?"

90 percent of the credit students purchased the textbook. Incidental comments, however, indicated that some students borrowed the book or obtained it by some other means. Approximately 60 percent of the non-credit students did not obtain the text. Some suggested that college bookstores handle the text on a mail order basis.

RESPONSE IN PERCENT TO

QUESTION NUMBER 7 DID YOU BUY THE TEXTBOOK FOR THIS TELEVISION COURSE?

KEY: C-CREDIT ■■■■ NC-NON-CREDIT ▮▮▮▮▮▮

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 97 C<br>BASE 100% = 139 NC | BASE 100% = 44 C<br>BASE 100% = 76 NC | BASE 100% = 23 C<br>BASE 100% = 29 NC | BASE 100% = 164 C<br>BASE 100% = 244 NC | BASE 100% = 408<br>C+NC |
| YES | 90%<br>39 | 89%<br>38 | 96%<br>55 | 90%<br>41 | 60%<br>36 24 |
| NO | 10<br>61 | 11<br>62 | 4<br>45 | 10<br>59 | 40<br>4 36 |

#8 "WAS THE TEXTBOOK HELPFUL IN LEARNING THE MATERIAL IN THE TELEVISION COURSE?"

95% of the viewers found the textbook helpful in all the courses, although 11 percent of the credit astronomy students did not find the book helpful. However, only about two-thirds of the viewers answered this; these who did not answer were mainly non-credit students who did not procure a text. Non-credit students who bought the book found the text more helpful than credit students.

RESPONSE IN PERCENT TO

QUESTION NUMBER 8 WAS THE TEXTBOOK HELPFUL IN LEARNING THE MATERIAL IN THIS TELEVISION COURSE?

KEY: C-CREDIT ■■■■■ NC-NON-CREDIT ▮▮▮▮▮▮

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 95 C<br>BASE 100% = 67 NC | BASE 100% = 44 C<br>BASE 100% = 34 NC | BASE 100% = 24 C<br>BASE 100% = 17 NC | BASE 100% = 163 C<br>BASE 100% = 118 NC | BASE 100% = 281<br>C+NC |
| YES | 89%<br>96 | 95%<br>97 | 100%<br>100 | 93%<br>97 | 95%<br>54 41 |
| NO | 11<br>4 | 5<br>3 | | 7<br>3 | 5<br>4 1 |

#9 "HOW WOULD YOU DESCRIBE THE CONTENT OF THIS COURSE?"

Most of the non-credit students felt the course was "just right". The credit students did not agree with this judgment. The Astronomy course was considered "too hard" by 20 percent of the credit students. The percentage of students who found the course "too hard" increased to 27 percent of Latin America I and 38 percent for Latin America II.

The difficulty seems to be in the organization of the courses which in a sense merely stimulate classroom teaching. The students are scattered, having little contact with the instructor and other students.

Success in a regular course depends on contact with other students and the instructor, as well as resource facilities. A television course has to be extremely well organized to be effective. It was the organization, not the content, which made the difference in difficulty. Astronomy was better organized than the others and used many more resources.

Perhaps a sampling of tapes can be made with a student response system to evaluate and readjust the lessons so they are more understandable to the student. This does not mean that the course should be "diluted", rather the same content should be "programmed" by response systems and organized around learning rather than teaching.

RESPONSE IN PERCENT TO

QUESTION NUMBER 9 HOW WOULD YOU DESCRIBE THE CONTENT OF THIS COURSE?

KEY: C-CREDIT ▬ NC-NON-CREDIT ▮▮▮▮▮▮

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 101 C<br>BASE 100% = 144 NC | BASE 100% = 44 C<br>BASE 100% = 70 NC | BASE 100% = 24 C<br>BASE 100% = 25 NC | BASE 100% = 169 C<br>BASE 100% = 239 NC | BASE 100% = 408<br>C+NC |
| TOO HARD | 20%<br>6 | 27%<br>6 | 38%<br>0 | 24%<br>5 | 13%<br>10 3 |
| JUST RIGHT | 67<br>80 | 71<br>90 | 58<br>96 | 67<br>85 | 77<br>27 50 |
| TOO EASY | 2<br>11 | 2<br>3 | 0<br>4 | 2<br>8 | 6<br>1 5 |
| DIDN'T UNDER-STAND | 11<br>3 | 0<br>1 | 4<br>0 | 7<br>2 | 4<br>3 1 |

#10 HOW WOULD YOU DESCRIBE THE PRESENTATION OF THIS COURSE?

The students for the most part thought that the courses were interesting. If the category interesting is combined with the category stimulating then 95 percent of the non-credit students and 89 percent of the credit students were not only interested in but stimulated by the courses.

RESPONSE IN PERCENT TO

QUESTION NUMBER 10 HOW WOULD YOU DESCRIBE THE PRESENTATION OF THIS COURSE?

KEY: C-CREDIT ▬ NC-NON-CREDIT ▮▮▮▮▮▮

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 98 C<br>BASE 100% = 148 NC | BASE 100% = 45 C<br>BASE 100% = 82 NC | BASE 100% = 27 C<br>BASE 100% = 32 NC | BASE 100% = 170 C<br>BASE 100% = 262 NC | BASE 100% = 432<br>C+NC |
| DULL | 11%<br>2 | 9%<br>7 | 15%<br>9 | 11%<br>5 | 7%<br>3 5 |
| INTERESTING | 78<br>64 | 80<br>68 | 48<br>69 | 74<br>65 | 69<br>29 40 |
| STIMULATING | 11<br>34 | 11<br>25 | 37<br>22 | 15<br>30 | 24<br>6 18 |

#11 HOW DO THESE TELEVISION COURSES COMPARE TO OTHER COURSES YOU HAVE TAKEN, EITHER BY TELEVISION OR IN THE CLASSROOM?

The television courses seem better than or equal to regular courses; 56 percent of the students felt they were about the same or better, while 37 percent felt it was difficult to compare. If the category "difficult to compare" is proportionately divided, then it is estimated that 89 percent felt the courses were the same or better than regular instruction.

RESPONSE IN PERCENT TO

QUESTION NUMBER 11 HOW DO THESE TELEVISION LESSONS COMPARE TO THE OTHER COURSES YOU HAVE TAKEN, EITHER BY TELEVISION OR IN THE CLASSROOM?

KEY: C-CREDIT ▬▬▬ NC-NON-CREDIT ▮▮▮▮▮▮

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 94 C<br>BASE 100% = 140 NC | BASE 100% = 39 C<br>BASE 100% = 65 NC | BASE 100% = 25 C<br>BASE 100% = 30 NC | BASE 100% = 158 C<br>BASE 100% = 235 NC | BASE 100% = 393<br>C + NC |
| BETTER THAN | ▬▬ 19%<br>▮▮▮▮▮▮▮▮ 29 | ▬▬ 26%<br>▮▮▮▮▮▮▮ 28 | ▬▬ 20%<br>▮▮▮▮▮▮▮▮▮▮▮▮ 37 | ▬▬ 21%<br>▮▮▮▮▮▮▮▮▮ 30 | ▬▮▮▮▮▮ 26%<br>8 18 |
| ABOUT THE SAME | ▬▬▬ 31<br>▮▮▮▮▮▮▮▮ 28 | ▬▬▬ 23<br>▮▮▮▮▮▮▮▮▮▮▮▮ 38 | ▬▬ 16<br>▮▮▮▮▮▮▮▮▮▮ 33 | ▬▬▬ 27<br>▮▮▮▮▮▮▮▮▮▮ 31 | ▬▮▮▮▮▮ 30<br>11 19 |
| WORSE THAN | ▬ 10<br>▮ 4 | ▬ 10<br>▮▮▮▮ 9 | ▬ 16<br>▮▮▮▮ 10 | ▬ 10<br>▮ 6 | ▬▮▮▮ 7<br>3 4 |
| DIFFICULT TO COMPARE | ▬▬▬▬ 40<br>▮▮▮▮▮▮▮▮▮▮▮▮ 39 | ▬▬▬▬ 41<br>▮▮▮▮▮▮▮▮ 25 | ▬▬▬▬▬ 48<br>▮▮▮▮▮▮ 20 | ▬▬▬▬ 42<br>▮▮▮▮▮▮▮▮▮▮ 33 | ▬▮▮▮▮▮▮ 37<br>17 20 |

#12 IF YOU WATCHED REPEAT BROADCASTS OF THE TELEVISION LESSONS, WHY DID YOU DO SO?

The credit students watched repeat broadcasts to make up lessons, while the non-credit students reviewed the lessons. However, in Latin America II, the credit students watched to review the lessons. This fact tends to support question 9 where the students commented that Latin America II was too difficult and consequently, they had to watch it twice. Only half the students indicated, however, that they watched repeat broadcasts. It should also be noted that repeat broadcasts were not available in New York City.

RESPONSE IN PERCENT TO

QUESTION NUMBER 12 IF YOU WATCHED REPEAT BROADCASTS OF THE TELEVISION LESSONS, WHY DID YOU DO SO?

KEY: C - CREDIT ▬▬

NC - NON-CREDIT ||||||

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 46 C<br>BASE 100% = 54 NC | BASE 100% = 22 C<br>BASE 100% = 53 NC | BASE 100% = 24 C<br>BASE 100% = 17 NC | BASE 100% = 92 C<br>BASE 100% = 124 NC | BASE 100% = 216 C+NC |
| TO MAKE UP A LESSON | ▬▬▬▬▬▬▬▬ 74%<br>|||||||||||||| 44 | ▬▬▬▬▬▬▬▬ 55%<br>|||||||||||||| 43 | ▬▬▬▬▬ 38%<br>|||||||||||||||| 59 | ▬▬▬▬▬▬▬▬ 60%<br>|||||||||||||| 46 | ▬▬▬▬▬▬▬▬ 51%<br>25 26 |
| TO REVIEW A LESSON | ▬▬▬ 26<br>|||||||||||||||| 56 | ▬▬▬▬▬▬▬▬ 45<br>|||||||||||||||| 57 | ▬▬▬▬▬▬▬▬▬▬▬▬ 63<br>|||||||||||| 41 | ▬▬▬▬▬▬▬▬ 40<br>|||||||||||||||| 54 | ▬▬▬▬▬▬▬▬ 49<br>18 31 |

#13 WHEN DID YOU LAST TAKE A COLLEGE COURSE OTHER THAN THIS ONE?

61 percent of the students had taken a course within the last year. The next highest category was more than 4 years ago with 27 percent, followed by never, with 20 percent. The television lessons primarily attracted those still in college rather than those out of college quite some time and those who never had a college course. It is interesting to note that for 20 percent of the viewers this TV course was their first college course.

RESPONSE IN PERCENT TO

QUESTION NUMBER 13 WHEN DID YOU LAST TAKE A COLLLGE COURSE OTHER THAN THIS PARTICULAR TELEVISION COURSE?

KEY: C - CREDIT ▬ NC - NON-CREDIT ▮▮▮▮▮▮▮

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 94 C<br>BASE 100% = 135 NC | BASE 100% = 44 C<br>BASE 100% = 73 NC | BASE 100% = 24 C<br>BASE 100% = 27 NC | BASE 100% = 162 C<br>BASE 100% = 235 NC | BASE 100% = 397<br>C + NC |
| WITHIN THE LAST YEAR | ▬ 69%<br>▮▮▮▮▮▮ 21 | ▬ 48%<br>▮▮▮▮▮▮ 22 | ▬ 54%<br>▮▮▮▮▮▮▮ 26 | ▬ 61%<br>▮▮▮▮▮▮▮ 22 | ▬▮▮▮▮ 38%<br>25 13 |
| WITHIN THE LAST 2 YEARS | ▬ 5<br>▮▮ 7 | ▬ 11<br>▮▮▮▮ 11 | ▬ 4<br>▮▮▮▮▮ 15 | ▬ 7<br>▮▮▮ 9 | ▬▮▮ 9<br>3 6 |
| WITHIN THE LAST 4 YEARS | ▬ 2<br>▮▮ 7 | ▬ 2<br>▮▮▮ 9 | ▬ 13<br>▮▮▮ 7 | ▬ 4<br>▮▮▮ 7 | ▬▮ 6<br>2 4 |
| MORE THAN 4 YEARS AGO | ▬ 4<br>▮▮▮▮▮▮▮▮▮▮▮ 41 | ▬ 21<br>▮▮▮▮▮▮▮▮▮▮ 35 | ▬ 21<br>▮▮▮▮▮▮▮▮▮ 33 | ▬ 11<br>▮▮▮▮▮▮▮▮▮▮▮ 39 | ▬▮▮▮▮▮▮▮ 27<br>5 22 |
| NEVER | ▬ 20<br>▮▮▮▮▮▮▮▮ 24 | ▬ 18<br>▮▮▮▮▮▮ 23 | ▬ 8<br>▮▮▮▮▮ 19 | ▬ 17<br>▮▮▮▮▮▮ 23 | ▬▮▮▮▮ 20<br>7 13 |

**#14A IN WHAT WAYS ARE YOU PRESENTLY CONTINUING YOUR HIGHER EDUCATION OTHER THAN THIS TELEVISION COURSE?**

Some 48 percent of the viewers were not continuing their education, while 38 percent were continuing as a full or part-time student. One of the most noteworthy observances was the large percentage of full time students taking Latin America II on a non-credit basis.

RESPONSE IN PERCENT TO

QUESTION NUMBER 14A

IN WHAT WAYS ARE YOU PRESENTLY CONTINUING YOUR HIGHER EDUCATION OTHER THAN THIS TELEVISION COURSE?

KEY: C - CREDIT ▬ NC - NON-CREDIT ▮▮▮▮▮

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 96 C<br>BASE 100% = 137 NC | BASE 100% = 43 C<br>BASE 100% = 70 NC | BASE 100% = 25 C<br>BASE 100% = 28 NC | BASE 100% = 164 C<br>BASE 100% = 235 NC | BASE 100% = 399<br>C + NC |
| NOT NOW CONTINUING | 17%<br>60 | 46%<br>61 | 37%<br>54 | 27%<br>60 | 48%<br>12 35 |
| AS A STUDENT FULL TIME CREDIT | 62<br>7 | 5<br>5 | 4<br>7 | 28<br>6 | 19<br>15 4 |
| AS A STUDENT PART-TIME CREDIT | 19<br>14 | 46<br>7 | 49<br>14 | 30<br>12 | 19<br>12 7 |
| AS A STUDENT NON - CREDIT | 2<br>19 | 3<br>27 | 10<br>25 | 5<br>22 | 14<br>2 12 |

#14B HOW ARE YOU PRESENTLY CONTINUING YOUR HIGHER EDUCATION?

Of those who indicated they were continuing their education, 67 percent were taking courses at local institutions and 29 percent were continuing by television. Correspondence courses were taken by only 4 percent of the students.

RESPONSE IN PERCENT TO

QUESTION NUMBER 14B HOW ARE YOU PRESENTLY CONTINUING YOUR HIGHER EDUCATION?

KEY: C - CREDIT ▬ NC - NON-CREDIT ▮▮▮▮▮

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 83 C<br>BASE 100% = 53 NC | BASE 100% = 28 C<br>BASE 100% = 36 NC | BASE 100% = 19 C<br>BASE 100% = 11 NC | BASE 100% = 130 C<br>BASE 100% = 105 NC | BASE 100% = 235<br>C + NC |
| LOCAL INSTITUTION | 94%<br>58 | 50%<br>42 | 58%<br>45 | 79%<br>51 | 67%<br>44 23 |
| TELEVISION | 6<br>33 | 50<br>47 | 42<br>55 | 21<br>40 | 29<br>11 18 |
| CORRESPONDANCE | 0<br>9 | 0<br>11 | 0<br>0 | 0<br>9 | 4 |

#15A IF YOU ARE NOT NOW CONTINUING YOUR HIGHER EDUCATION, IN WHAT WAYS DO YOU PLAN TO DO SO?

For those not now continuing their education, 17 percent will stay out of school. Only 8 percent will continue as full time credit students and 38 percent will continue on a part-time basis. 45 percent of the non-credit students said they would continue their education on a non-credit basis.

About half the viewers answered this question.

RESPONSE IN PERCENT TO

QUESTION NUMBER 15A "IF YOU ARE NOT NOW CONTINUING YOUR HIGHER EDUCATION, IN WHAT WAY(S) TO YOU PLAN TO DO SO?"

KEY: C-CREDIT ▬ NC-NON-CREDIT ▮▮▮▮▮▮

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 22 C<br>BASE 100% = 93 NC | BASE 100% = 26 C<br>BASE 100% = 56 NC | BASE 100% = 11 C<br>BASE 100% = 19 NC | BASE 100% = 59 C<br>BASE 100% = 168 NC | BASE 100% = 227 C+NC |
| DO NOT INTEND TO CONT. | 0%<br>▮▮▮▮▮▮▮ 25 | ▬ 4%<br>▮▮▮▮▮ 16 | 0%<br>▮▮▮▮▮▮▮ 26 | ▬ 2%<br>▮▮▮▮▮▮▮ 22 | ▬▮▮▮▮ 17<br>1 16 |
| AS A STUDENT FULL TIME CREDIT | ▬▬▬▬ 36<br>0 | ▬▬ 15<br>▮ 1 | ▬ 9<br>0 | ▬▬ 22<br>▮▮▮▮▮▮▮▮ 26 | ▬ 8<br>6 2 |
| AS A STUDENT PART TIME CREDIT | ▬▬▬▬▬▬ 64<br>▮▮▮▮▮▮▮ 22 | ▬▬▬▬▬▬▬▬ 77<br>▮▮▮▮▮▮▮▮▮▮ 38 | ▬▬▬▬▬▬▬▬ 82<br>▮▮▮▮ 11 | ▬▬▬▬▬▬▬▬ 72<br>▮▮▮▮▮▮▮ 26 | ▬▬▮▮▮▮▮ 38<br>19 19 |
| AS A STUDENT NON-CREDIT | 0<br>▮▮▮▮▮▮▮▮▮▮▮▮ 48 | ▬ 4<br>▮▮▮▮▮▮▮▮▮▮▮▮ 45 | ▬ 9<br>▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 63 | ▬ 4<br>▮▮▮▮▮▮▮▮▮▮▮▮ 45 | ▮▮▮▮▮▮▮▮▮▮ 37<br>1 36 |

#15B IN WHAT WAYS DO YOU INTEND TO CONTINUE YOUR EDUCATION?

Fifty-five percent of the credit students intend to continue their education through a local institution.

Of those credit students who are not now continuing but who desire to do so, 42 percent would like to further their education by television.

When the credit and non-credit students who are not now continuing their education but have expressed a desire to do so are combined, 65 percent of the total would like to continue by television.

RESPONSE IN PERCENT TO

QUESTION NUMBER 15B "IN WHAT WAY DO YOU INTEND TO CONTINUE YOUR EDUCATION?"

KEY: C-CREDIT ▬▬▬ NC-NON-CREDIT ▮▮▮▮▮▮

| CATEGORY | ASTRONOMY<br>BASE 100% = 33 C<br>BASE 100% = 75 NC | LATIN AMERICA I<br>BASE 100% = 38 C<br>BASE 100% = 53 NC | LATIN AMERICA II<br>BASE 100% = 13 C<br>BASE 100% = 16 NC | AVERAGE<br>BASE 100% = 84 C<br>BASE 100% = 144 NC | COMPOSITE<br>BASE 100% = 228<br>C+NC |
|---|---|---|---|---|---|
| LOCAL INSTIT-UTION | ▬▬▬ 61%<br>▮▮▮▮▮▮▮▮▮▮▮ 41 | ▬▬▬ 47%<br>▮▮▮▮▮▮▮ 26 | ▬▬▬ 62%<br>▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 81 | ▬▬▬ 55%<br>▮▮▮▮▮▮▮▮▮▮ 33 | ▬▮▮▮▮▮▮▮ 41%<br>20 21 |
| TELEVISIO N | ▬▬▬ 36<br>▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 55 | ▬▬▬ 47<br>▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 70 | ▬▬▬ 38<br>▮▮▮▮▮▮ 19 | ▬▬▬ 42<br>▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 67 | ▬▮▮▮▮▮▮▮▮▮▮▮▮ 55<br>15 40 |
| CORRES-PONDENCE | ▬ 3<br>▮▮ 4 | ▬ 6<br>▮▮ 4 | 0<br>0 | ▬ 3<br>▮▮ 4 | ▬▮▮▮ 4<br>2 2 |

#16 WHAT TYPE OF COURSE DO YOU WANT ON TELEVISION?

Teacher-in-service, undergraduate non-credit and graduate non-credit accounted for 41 percent of the total. The category with the highest rating was undergraduate credit, preferred by 36 percent of the respondents, followed by graduate credit with 20 percent. It would seem that credit courses should be the main offering since these courses may also be taken by non-credit students.

RESPONSE IN PERCENT TO

QUESTION NUMBER 16 "WHAT TYPE OF COURSE DO YOU WANT ON TELEVISION?"

KEY: C-CREDIT ▬▬▬ NC-NON-CREDIT ▮▮▮▮▮▮

| CATEGORY | ASTRONOMY<br>BASE 100% = 122 C<br>BASE 100% = 164 NC | LATIN AMERICA I<br>BASE 100% = 47 C<br>BASE 100% = 93 NC | LATIN AMERICA II<br>BASE 100% = 27 C<br>BASE 100% = 31 NC | AVERAGE<br>BASE 100% = 196 C<br>BASE 100% = 288 NC | COMPOSITE<br>BASE 100% = 484<br>C+NC |
|---|---|---|---|---|---|
| GRADUATE CREDIT | ▬▬ 26<br>▮▮▮▮▮ 16 | ▬▬ 23<br>▮▮▮▮▮ 15 | ▬▬ 26<br>▮▮▮▮▮▮▮▮▮▮ 32 | ▬▬ 25<br>▮▮▮▮▮ 17 | ▬▮▮▮ 20<br>10 10 |
| UNDER-GRADUATE CREDIT | ▬▬▬▬▬ 57<br>▮▮▮▮▮▮ 19 | ▬▬▬▬▬ 64<br>▮▮▮▮▮▮ 23 | ▬▬▬▬▬ 59<br>▮▮▮ 10 | ▬▬▬▬▬ 59<br>▮▮▮▮▮▮ 19 | ▬▬▮▮▮▮ 36<br>24 12 |
| TEACHER-IN-SERVICE | ▬ 8<br>▮▮ 4 | ▬ 6<br>▮▮ 5 | ▬ 11<br>▮▮▮ 9 | ▬ 8<br>▮▮ 6 | ▬▮ 6<br>3 3 |
| GRADUATE NON-CREDIT | ▬ 2<br>▮▮▮▮▮▮▮▮ 26 | ▬ 7<br>▮▮▮▮▮▮▮▮ 28 | ▬ 4<br>▮▮▮▮▮▮ 20 | ▬ 4<br>▮▮▮▮▮▮▮ 26 | ▮▮▮▮▮▮ 17<br>2 15 |
| UNDER-GRADUATE NON-CREDIT | ▬ 7<br>▮▮▮▮▮▮▮▮▮▮ 35 | 0<br>▮▮▮▮▮▮▮▮▮ 29 | 0<br>▮▮▮▮▮▮▮▮ 29 | ▬ 4<br>▮▮▮▮▮▮▮▮▮▮ 32 | ▬▮▮▮▮▮▮ 21<br>2 19 |

#17 HOW OFTEN WOULD YOU BE WILLING TO ATTEND A CLASS MEETING AT A LOCAL COLLEGE TO OBTAIN EXTRA CREDIT IN A TELEVISION COURSE?

Once a week was the category most often selected by credit students and not at all was most often selected by non-credit students. However, if students are willing to attend once a week, they may as well take the entire course once a week on campus on an extension basis.

It should be noted that a television course is a new experience for most students who are accustomed to an instructor in the classroom. Perhaps each television course should be preceded by a lesson or two on how to study by television.

RESPONSE IN PERCENT TO

QUESTION NUMBER 17

HOW OFTEN WOULD YOU BE WILLING TO ATTEND A CLASS MEETING AT A LOCAL COLLEGE TO OBTAIN EXTRA CREDIT IN A TELEVISION COURSE?

KEY: C - CREDIT; NC - NON-CREDIT

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 97 C<br>BASE 100% = 125 NC | BASE 100% = 42 C<br>BASE 100% = 65 NC | BASE 100% = 24 C<br>BASE 100% = 21 NC | BASE 100% = 163 C<br>BASE 100% = 211 NC | BASE 100% = 374 C+NC |
| NOT AT ALL | 13%<br>43 | 5%<br>45 | 4%<br>57 | 10%<br>45 | 29%<br>4 25 |
| ONCE A WEEK | 44<br>31 | 41<br>23 | 37<br>5 | 42<br>26 | 33<br>8 15 |
| ONCE A MONTH | 16<br>13 | 24<br>18 | 33<br>29 | 20<br>16 | 18<br>9 9 |
| ONCE EVERY 2 WEEKS | 24<br>12 | 26<br>12 | 21<br>9 | 24<br>12 | 17<br>10 7 |
| ONCE EVERY 3 WEEKS | 3<br>1 | 4<br>2 | 5<br>0 | 4<br>2 | 3<br>2 1 |

#18 WHAT IS YOUR OBJECTIVE(S) IN CONTINUING YOUR HIGHER EDUCATION?

Some 50 percent of the credit students selected an undergraduate degree as their goal, while 30 percent of them selected a graduate degree. Understandably, 74 percent of the non-credit students selected enrichment as their goal. Twenty-five percent of the non-credit students selected a degree as their goal indicating perhaps they have become interested in pursuing a degree oriented program. In the composite picture, 51 percent of the respondents selected enrichment, while 49 percent selected a degree.

RESPONSE IN PERCENT TO

QUESTION NUMBER 18 "WHAT IS YOUR OBJECTIVE(S) IN CONTINUING YOUR HIGHER EDUCATION?"

KEY: C-CREDIT ▬▬▬ NC-NON-CREDIT ▮▮▮▮▮▮

| CATEGORY | ASTRONOMY<br>BASE 100% = 104 C<br>BASE 100% = 142 NC | LATIN AMERICA I<br>BASE 100% = 47 C<br>BASE 100% = 76 NC | LATIN AMERICA II<br>BASE 100% = 32 C<br>BASE 100% = 28 NC | AVERAGE<br>BASE 100% = C<br>BASE 100% = NC | COMPOSITE<br>BASE 100% = C+NC |
|---|---|---|---|---|---|
| UNDER-GRADUATE DEGREE | ▬▬▬ 51%<br>▮▮▮▮ 10 | ▬▬▬ 53%<br>▮▮▮ 8 | ▬▬▬ 44%<br>▮▮ 4 | ▬▬▬ 50%<br>▮▮▮ 8 | ▬▬▮▮ 26%<br>21 5 |
| GRADUATE DEGREE | ▬▬▬ 33<br>▮▮▮▮▮▮ 21 | ▬▬▬ 28<br>▮▮▮▮ 13 | ▬▬▬ 25<br>▮▮▮▮ 14 | ▬▬▬ 30<br>▮▮▮▮▮ 18 | ▬▮▮▮ 23<br>13 10 |
| NOT FOR DEGREE BUT FOR PERSONAL ENRICH-MENT | ▬▬▬ 16<br>▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 69 | ▬▬▬ 19<br>▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 79 | ▬▬▬ 31<br>▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 82 | ▬▬▬ 20<br>▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 74 | ▬▮▮▮▮▮▮▮▮▮▮▮▮ 51<br>8 43 |

RESPONSE IN PERCENT TO

KEY: C-CREDIT ■■■■ NC-NON-CREDIT ▮▮▮▮▮▮

QUESTION NUMBER 19 WILL FURTHER COURSES ON TELEVISION HELP YOU TO ACHIEVE THIS GOAL?

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 90 C<br>BASE 100% = 116 NC | BASE 100% = 43 C<br>BASE 100% = 69 NC | BASE 100% = 23 C<br>BASE 100% = 22 NC | BASE 100% = 156 C<br>BASE 100% = 207 NC | BASE 100% = 363 C+NC |
| YES | 75%<br>98 | 94%<br>97 | 100%<br>96 | 84<br>97 | 36 55 91 |
| NO | 25<br>2 | 6<br>3 | 0<br>4 | 16.<br>3 | 9<br>7 2 |

#19 WILL FURTHER COURSES ON TELEVISION HELP YOU ACHIEVE THIS GOAL?

An overwhelming majority, 91 percent of both credit and non-credit students, felt television courses would help them achieve their goal. The reasons for their conclusions are listed below with the percent in each category.

| CATEGORY | BASE 100% 113C | BASE 100% 149NC | Composite C/NC BASE 100% 262 |
|---|---|---|---|
| (1) To achieve a broader background and increased knowledge | 6% | 58% | 36% |
| (2) Convenient, saves travel time, Available at home | 39% | 19% | 27% |
| (3) To accumulate credit and prepare for college | 25% | 10% | 17% |
| (4) Can't go to college because of time, work, money | 8% | 10% | 8% |
| (5) Depends on course | 5% | 1% | 3% |
| (6) Course I need not offered | 7% | 0% | 3% |
| (7) Only if class meeting included | 6% | 0% | 3% |
| (8) Prefer the classroom | 4% | 0% | 1% |
| (9) Can't use any more transfer credits | 0% | 1% | 1% |
| (10) No classroom pressure | 0% | 1% | 1% |

The "open-ended" responses were categorized into ten (10) categories and these are presented above. Actually, the first four categories account for 88% of the responses with the remaining 6 accounting for only 12%.

#20 HOW DID YOU FIND OUT ABOUT THIS TELEVISION COURSE?

The categories Newspaper, Television Ad, and Television Guide, account for 67 percent of the responses. The categories Newspaper, and Television Guide caused some confusion since the newspaper often contained a television guide. If these are considered as one, then Newspaper and Television Guide accounted for 48 percent of the responses.

Academic advisors were the primary source in only 5 percent of the cases and College Catalogs and Registration were the source in 7 percent. Mail, Brochures and Radio were not too effective. The advertising dollar brought the most return from the Newspaper. The small amount of information contributed by the colleges perhaps reflects the efficiency of the other sources; prospective viewers called the college after reading, hearing or seeing an advertisement elsewhere.

#20 HOW DID YOU FIND OUT ABOUT THIS TELEVISION COURSE?

| METHOD | PERCENT |
|---|---|
| Newspaper | 37 |
| Television Ad | 19 |
| Television Guide | 11 |
| College Catalog and Registration Procedures | 7 |
| Some other person | 6 |
| School Brochure | 6 |
| Academic Advisor | 5 |
| Mail | 4 |
| Misc. Brochure | 3 |
| Library Brochure | 1 |
| Radio | 1 |

Base 100% - 413

#21 WHAT PROGRAMS IN THIS TELEVISION COURSE DID YOU LIKE BEST? WHY?

Preferences are listed by the number of students from the highest to the lowest and are self-explanatory.
Students had difficulty recalling the number of the various programs; that is, the viewers were not sure whether a particular guest lecturer or a particular demonstration appeared in program 28 or 32.

#21 WHICH PROGRAMS IN THIS TELEVISION COURSE DID YOU LIKE BEST? WHY?
EYE ON THE UNIVERSE

| COURSE # | COMMENTS | # of STUDENTS |
|---|---|---|
| EYE ON UNIVERSE (ENTIRE) | Liked all programs | 51 |
| #17-20 | More interesting, easier, had more background | 19 |
| First Half | Slower pace, easier to understand, less technical | 13 |
| #15 | More concrete | 11 |
| #13 | Clear and simple | 11 |
| #25-33 | New knowledge, more interested in | 10 |
| #11-12 | Interesting, meaningful,visuals, current interest | 9 |
| Programs with visual demonstrations | | 7 |
| #24 | Interesting, informative, no formulas | 6 |
| #4-6 | Immediate usefulness, easier to comprehend, good models | 5 |
| More technical programs | | 4 |
| #6 | Learned about parrallex | 2 |
| #2-3 | | 4 |
| #10 | | 2 |
| Origin of Universe | | 2 |
| #23-22 | | 3 |
| #16 | | 1 |

Those that clarified the text/those most descriptive/
summarizations helped review

#21 WHAT PROGRAMS IN THIS TELEVISION COURSE DID NOT LIKE BEST, WHY?

| COURSE # | COMMENTS | # of STUDENTS |
|---|---|---|
| HISTORY OF LATIN AMERICA I | | |
| #13 | | |
| #19-20 | Made history alive | |
| #1-24 | Comprehensive | |
| #27 | Instructor less dull | |
| Early Aztecs | Showed pottery | |
| Georgraphy | Good presentation | |
| Edmund Brown's lecture | | |
| Gold Galions | | |
| Explorer Voyages | | |
| Early Civilization | | |
| Those with maps and pictures | | |

#21 WHAT PROGRAMS IN THIS TELEVISION COURSE DID YOU LIKE BEST, WHY?

| COURSE # | COMMENTS | # of STUDENTS |
|---|---|---|
| HISTORY OF LATIN AMERICA I | Liked all programs | 26 |
| Dr. Peterson's lectures good, Aware of students needs | | 12 |
| Prefer Eye on the Universe | | 7 |
| Social, Economic, Political Customs | | 4 |
| The Indians | | 4 |
| Some instructors stimulating, most good | | 4 |
| Biographical sessions | | 2 |
| Bruce Solnick good | | 2 |
| #23 | Satisfying format, speaker's relaxed | 2 |
| Columbus | | |
| The Cities | | |
| #20 | | |
| #15 | New names | |
| #9 | | |
| #10 | Well organized | |
| #11 | Well organized | |

2

#21 WHAT PROGRAMS IN THIS TELEVISION COURSE DID YOU LIKE BEST, WHY?

| COURSE # | COMMENTS | # of STUDENTS |
|---|---|---|
| HISTORY OF LATIN AMERICA II | Liked all programs | 18 |
| Dr. Peterson's lectures | | 13 |
| Dr. Solnick's lecture | | 3 |
| #45 Bernard Ausel | Enthusiastic | 3 |
| Economic, political, social | | 2 |
| Geography | | 2 |
| Guest Speakers | | 2 |
| #31-33 | | 2 |
| Those with visual aids | | |
| #42 | Good organization and background for current issues | |
| #36, #38 | Appealing presentation | |
| Those depicting particular phase or series of events | | |
| Individual countries | | |
| Explanation of why conditions exist | | |
| Group discussion | Varied views important | |
| Vann | Interesting, stimulating | |
| #52 | Logical approach | |

#21 WHAT PROGRAMS IN THIS TELEVISION COURSE DID YOU LIKE BEST, WHY?

| COURSE # | COMMENTS | # of STUDENTS |
|---|---|---|
| #44 | Slower speaker, used movies | |
| #49 | Could take notes | |

#22 WHICH PROGRAMS DID YOU LIKE LEAST, WHY?

These are categorized and listed by the number of students who mentioned a given problem.

#22 WHICH PROGRAMS IN THIS TELEVISION COURSE DID YOU LIKE LEAST AND WHY?

| | COURSE # | COMMENTS | # of STUDENTS |
|---|---|---|---|
| EYE ON THE UNIVERSE | Last Half | Those too technical, too fast pace, lacked pattern | 25 |
| | #1-5 | Too easy, already knew information, not interesting | 13 |
| | None | | 8 |
| | #10 | Too technical | 5 |
| | #13 | Covered elsewhere | 5 |
| | #25-33 | Covered too much, hard to follow, more difficult | 5 |
| | More use of visuals | | 4 |
| | #15 | Repeditive, hard to understand | 2 |
| | #16 | Said very little, hard to understand | 2 |
| | #17-20 | Too many facts for memory, dull | 4 |
| | #32 | Too many formulas | 2 |
| | Continuous lecture | | 3 |
| | Those when camera didn't remain on charts long enough | | |
| | #23 | Very little useful information | |
| | #21 | | |
| | #11 | | |
| | #12 | | |

#22 WHICH PROGRAMS IN THIS TELEVISION COURSE DID YOU LIKE LEAST AND WHY?

| | COURSE # | COMMENTS | # of STUDENTS |
|---|---|---|---|
| HISTORY OF LATIN AMERICA I | Those with guest speakers | Dull, ill at ease, humorless, too fast | 7 |
| | #3-4 | Too confused | 6 |
| | All very dull, presented rapidly | | 5 |
| | Geography | Dull, uninformative | 5 |
| | #23 | Not much information, confusing, each man tried to out talk other | 4 |
| | Panel impossible to follow | | 3 |
| | #5-6-7 | Dull presentation | 3 |
| | Explorers | Too many names | 2 |
| | Weather | | |
| | Physical Features | Too great stress on unimportant features | |
| | Conquistadores | Too detailed | |
| | Historian mumbled | | |
| | Crammed lectures | | |
| | When text was repeated | | |
| | Names shown too rapidly | | |
| | Columbus | | |
| | Dr. Vann | Covered too much in too short time | |

#22 WHICH PROGRAMS IN THIS TELEVISION COURSE DID YOU LIKE LEAST AND WHY?

| | COURSE # | COMMENTS | # of STUDENTS |
|---|---|---|---|
| HISTORY OF LATIN AMERICA I | Mexican divorce | Poorly prepared | |
| | #14-15 | Too much biographical information | |
| | Political Systems | | |

#22 WHICH PROGRAMS IN THIS TELEVISION COURSE DID YOU LIKE LEAST AND WHY?

| COURSE # | COMMENTS | # of STUDENTS |
|---|---|---|
| HISTORY OF LATIN AMERICA II | | |
| Guest speakers spoke too fast | | 5 |
| Panel discussion | No discipline, too fast | 3 |
| #34 | Too rapid, hard to follow | 2 |
| Population, education, public health | | |
| Personalities and dates | | |
| Economics | | |
| Politics | | |
| Those not presented by Solnick, Peterson, or Ansel were inferior | | 2 |
| Charts not on long enough | | |
| #38 | | |
| #44 | | |
| #37 | | |
| Revolutionary dictators | Too many people, too many countries | |

#23 WHAT SUBJECTS WOULD YOU LIKE TO SEE ON FUTURE TELEVISION COURSES?

These are listed in order of preference in one list and alphabetically in the next.

A strength of television is shown on its courses in Latin America which enables a qualified instructor in a speciality to reach into many parts of the state where qualified instructors might not be available. Television also might serve well in such courses as basic college history or English where it can economically serve large numbers of students.

## #23 WHAT SUBJECTS WOULD YOU LIKE TO SEE ON FUTURE TELEVISION COURSES?

### BY PREFERENCE - LARGEST TO SMALLEST

| | |
|---|---|
| History | 124 |
| Math | 73 |
| Languages | 63 |
| Science | 58 |
| Literature | 58 |
| Art | 40 |
| Psychology | 28 |
| Physics | 27 |
| English | 27 |
| Philosophy | 26 |
| Social Science | 25 |
| Sociology | 25 |
| Astronomy, Advanced | 23 |
| Economics | 20 |
| Geology | 20 |
| Music | 19 |
| Biology | 18 |
| Political Science | 15 |
| Anthropology | 15 |
| Geography | 14 |
| Chemistry | 13 |
| Electronics | 11 |
| Education | 10 |
| Archeology | 8 |
| Computers | 6 |
| Religion | 6 |
| Zoology | 5 |
| Botany | 5 |
| Theology | 4 |
| Photography | 4 |
| Accounting | 4 |
| Meterology | 4 |
| Oceanography | 3 |
| Law | 3 |
| Ethics | 3 |
| Government | 2 |
| Journalism | 2 |
| Child Guidance | 2 |

### ALPHABETICALLY

| | |
|---|---|
| Accounting | 4 |
| Anthropology | 15 |
| Art (Anc. History of) | 40 |
| Archeology | 8 |
| Astronomy, Advanced | 23 |
| Biology | 18 |
| Botany | 5 |
| Child Guidance | 2 |
| Chemistry | 13 |
| Computers | 6 |
| Economics | 20 |
| Education | 10 |
| Electronics | 11 |
| English | 27 |
| Ethics | 3 |
| Geography | 14 |
| Geology | 20 |
| Government | 2 |
| History (various) | 124 |
| Journalism | 2 |
| Law | 3 |
| Languages | 24 |
| Chinese | 1 |
| French | 15 |
| German | 5 |
| Italian | 3 |
| Latin | 1 |
| Russian | 3 |
| Literature | 58 |
| Math | 55 |
| Algebra | 30 |
| Calculus | 4 |
| New Math | 6 |
| Statistics | 5 |
| Meteorology | 4 |
| Music | 19 |
| Oceanography | 3 |
| Photography | 4 |
| Physics | 27 |
| Philosophy | 26 |
| Political Science | 15 |
| Psychology | 28 |
| Religion | 6 |
| Science | 58 |
| Sociology | 25 |
| Social Science | 25 |
| Theology | 4 |
| Zoology | 5 |

#24 WHAT COMMENTS DESCRIBE YOUR FEELINGS ABOUT LEARNING VIA TELEVISION?

The most interesting categories are those most often mentioned. That is, the students like its convenience, but miss student and teacher interaction. This is understandable as students have studied with teachers in the classroom for many years and need practice and experience in learning by television. The favorable comments outnumber the unfavorable comments, by more than five to one.

#24 WHAT COMMENTS DESCRIBE YOUR FEELINGS ABOUT LEARNING VIA TELEVISION?

| COURSE # | COMMENTS | # of STUDENTS |
|---|---|---|
| EYE ON THE UNIVERSE | Miss teacher and student interaction | 62 |
| | Like media and its availability | 44 |
| | Enjoyable, relaxed, interesting | 34 |
| | Convenient, saves time | 33 |
| | Needs self discipline, takes more motivation | 16 |
| | Better than classroom | 11 |
| | Better instructors | 10 |
| | Efficient | 8 |
| | Better visuals | 7 |
| | Hard | 7 |
| | Need review lessons | 7 |
| | Like review by watching repeats | 5 |
| | Lab should be encouraged more | 5 |
| | Return tests to students | 4 |
| | A lot of distraction at home | 3 |
| | Repeat showings needed in NYC | 3 |
| | Better learning techniques can be used | 2 |
| | Hard to distinguish important material | 2 |
| | Follow up needed | 1 |

#24 WHAT COMMENTS DESCRIBE YOUR FEELINGS ABOUT LEARNING VIA TELEVISION?

| COURSE # | COMMENTS | # of STUDENTS |
|---|---|---|
| HISTORY OF LATIN AMERICA I AND II | Enjoyable, stimulates reading, challenging, enthusiastic, rewarding, interesting | 65 |
| | Convenient, saves time, easier | 49 |
| | Miss student teacher interaction | 25 |
| | Like media | 13 |
| | More self-reliance needed | 6 |
| | Better than classroom, no waste of time | 6 |
| | Would like more courses | 6 |
| | Good instructors | 5 |
| | Harder than classroom dislike | 3 |
| | Like to review by watching repeats | 3 |
| | Summaries and review lessons needed | 2 |
| | Requires adjustment to media | 2 |
| | More material can be covered | 2 |
| | Longer lecture time needed | 1 |
| | Teacher should go slower | 1 |
| | Good for some courses | 1 |

#25 This is an "open-ended" question where the more than 400 written responses have been roughly categorized to aid in their intrepretation.

The students in Astronomy, for example, liked the programs and generally gave positive comments. However, a closer look will reveal that the text is difficult to use because it's not too well organized. That is, it was written for students, but not field tested on students and reflects a competent astronomers view of beginning astronomy and not the students' view. It was organized for teaching, but not for learning. Other comments suggest that book stores might offer mail order service for books and other supplies.

In Latin America History the students felt it was a good course, but perhaps covered a little too much and could have concentrated on a country or two rather than a continent and a half. More like a history of the United States in which each state with its problems policies and people was studied individually.

## #25 COMMENTS

EYE ON THE UNIVERSE

Presentation
- Excellent, good, well done, well organized, very clear enjoyable — 60
- Too fast at times, esp. over important facts — 8

Instructor
- Excellent, clear, knowledgeable well liked — 55

Quality and Content
- Subject made interesting
- Level good, summaries excellent — 25
- Would like weekly assignment corrected over the air — 2
- More than a basic course — 3

Visuals
- Excellent, helpful, like a lot of, helped to clarify — 26
- Show spelling of new words, show visuals longer, use larger type — 7

Text
- Too hard, difficult to use, lecture too broad and simple in relation — 25
- Had difficulty purchasing, need knowledge of source — 5

Registration
- Lack of information esp. for credit
- More time for fee payment, can credits be transferred — 8

Improve Broadcasting
- Not always consistent reception
- Not always shown on schedule — 8

Tests
- Exam material stressed more
- Would like more convenient testing
- Offer non-credit tests
- Give example of questions in syllabus — 6

Time
- 1/2 hour too short, 8:00 a.m. no use to teachers — 6

Repeat lessons, help make clearer — 4

Offer more courses, esp. summer — 2

## HISTORY OF LATIN AMERICA I

| | |
|---|---|
| **Presentation** | |
| Hard to understand Spanish names | |
| Good organization, generally well presented | 16 |
| Too fast to take notes | 6 |
| Course too rapid, too much in too short time | 11 |
| **Instructor** | |
| Need to move around | |
| Delivery comfortable speed | |
| Just reading notes is dull | |
| Speak too fast | 11 |
| Liked guest instructors | 4 |
| One better than many | |
| **Visuals** | |
| Good | 7 |
| Too fast, need longer to see, hard to read | 13 |
| Need more | 15 |
| **Text** | |
| Expensive | |
| Book list needed | 7 |
| Had trouble buying | 6 |
| Complete and clear | 2 |
| **Test** | |
| 2 tests not enough | 3 |
| Need interim quiz | 1 |
| Need test on every chapter | |
| Mid-semester difficult | 3 |
| Need sample questions | 2 |
| Quality, content excellent | 7 |
| Superior to Adult Education courses | |
| Extra credit work is needed | |
| Need registration details | |
| Reduce cost of graduate credit | |

## HISTORY OF LATIN AMERICA II

| | |
|---|---|
| **Presentation** | |
| Excellent | 12 |
| Too hard for introductory student | 1 |
| More concentration on one country | |
| Less rigid format | |
| **Quality** | |
| Good | 2 |
| Excellent | 3 |
| **Content** | |
| Too comprehensive | |
| Good | 7 |
| Too much with too little explanation | 4 |
| Hard to take notes | 2 |
| Too much reading required | |
| Well balanced | 1 |
| Syllabus not as thorough as LA I | |
| **Text** | |
| Assignments needed | |
| **Visuals** | |
| Couldn't always read the blackboard | 1 |
| Need more time for viewing | 3 |
| More needed | 13 |
| Names should be shown on screen | 2 |
| Enjoyed | 4 |
| **Test** | |
| Use current NYS testing techniques | |
| Want test back | |
| Too long | |
| No review | |
| Would like non-credit test | |
| Need teach in service in Rochester | |
| Class session needed | 5 |
| Longer session needed | 1 |
| Chance to do extra credit work | |

#26 & #27 DISTRIBUTION BY COURSE AND REGISTRATION

Forty percent of the viewers were credit students and sixty percent non-credit. Astronomy accounted for more students, credit and non-credit, than the other two courses combined.

RESPONSE IN PERCENT TO

QUESTION NUMBER 26 DISTRIBUTION BY COURSE AND REGISTRATION

KEY: C-CREDIT ▬▬▬ NC-NON-CREDIT ▮▮▮▮▮▮

| CATEGORY | ASTRONOMY<br>BASE 100% = 240 | LATIN AMERICA I<br>BASE 100% = 120 | LATIN AMERICA II<br>BASE 100% = 53 | AVERAGE<br>BASE 100% = | COMPOSITE<br>BASE 100% = 413<br>C+NC |
|---|---|---|---|---|---|
| BY REGISTRATION | ▬▬▮▮▮▮▮▮▮▮ 58%<br>23 35 | ▬▮▮▮▮▮ 29%<br>11 18 | ▬▮▮ 13%<br>6 7 | | ▬▬▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮<br>40% 60% |
| BY INDIVIDUAL COURSE | ▬▬▮▮▮▮▮▮▮▮<br>40 60 | ▬▬▮▮▮▮▮▮▮▮<br>37 63 | ▬▬▮▮▮▮▮▮▮▮<br>45 55 | ▬▬▮▮▮▮▮▮▮▮<br>40 60 | |

## #28 DISTRIBUTION OF EDUCATIONAL LEVEL

A quarter of the viewers were either in high school or had completed high school. Junior College viewers were 10 percent of the total. College students, 38 percent, represented the largest group. And the second largest group were those who had completed college. There however, was some confusion on the question as many freshmen and sophomore students placed themselves "in college" rather than "Junior College". So it seems prudent to combine "Junior College" and "College" and this new category contains 50 percent of all credit students and 44 percent of the non-credit students or 48 percent of the total group. College students or those aspiring to be college students are almost three quarters of the viewers.

RESPONSE IN PERCENT TO

QUESTION NUMBER 28 DISTRIBUTION OF EDUCATIONAL LEVEL

KEY: C - CREDIT ▬ NC - NON-CREDIT ▮▮▮▮▮▮

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 97 C<br>BASE 100% = 143 NC | BASE 100% = 44 C<br>BASE 100% = 76 NC | BASE 100% = 24 C<br>BASE 100% = 29 NC | BASE 100% = 165 C<br>BASE 100% = 248 NC | BASE 100% = 413<br>C+NC |
| HIGH SCHOOL | ▬ 15%<br>▮▮▮▮▮▮▮▮ 29 | ▬ 30%<br>▮▮▮▮▮▮▮ 25 | ▬ 25%<br>▮▮▮▮▮▮▮ 21 | ▬ 21%<br>▮▮▮▮▮▮▮▮ 27 | ▬▮▮▮▮▮ 24%<br>8 16 |
| JUNIOR COLLEGE | ▬ 5<br>▮▮▮▮ 13 | ▬ 14<br>▮▮▮▮ 13 | ▬ 12<br>▮▮ 3 | ▬ 8<br>▮▮▮ 12 | ▮▮▮▮ 10%<br>3 7 |
| COLLEGE | ▬▬▬▬ 56<br>▮▮▮▮▮▮▮▮▮ 33 | ▬▬▬▬ 36<br>▮▮▮▮▮▮▮▮▮ 36 | ▬▬▬▬ 38<br>▮▮▮▮▮▮▮ 21 | ▬▬▬▬▬ 48<br>▮▮▮▮▮▮▮▮ 32 | ▬▮▮▮▮▮ 38%<br>9 19 |
| BEYOND COLLEGE | ▬▬ 24<br>▮▮▮▮▮▮▮ 25 | ▬▬ 20<br>▮▮▮▮▮▮▮ 26 | ▬▬ 25<br>▮▮▮▮▮▮▮▮▮▮▮▮▮ 55 | ▬▬ 23<br>▮▮▮▮▮▮▮ 29 | ▬▮▮▮▮▮ 26%<br>9 17 |

#29 DISTRIBUTION BY SEX

This, of course, turned out to be an approximately equal division. However, the females tended to take the social sciences or history courses while the males predominated in the scientific course, astronomy.

RESPONSE IN PERCENT TO

QUESTION NUMBER 29 DISTRIBUTION BY SEX

KEY: C-CREDIT ■■■■ NC-NON-CREDIT IIIIII

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 97 C<br>BASE 100% = 143 NC | BASE 100% = 44 C<br>BASE 100% = 76 NC | BASE 100% = 24 C<br>BASE 100% = 29 NC | BASE 100% = 165 C<br>BASE 100% = 248 NC | BASE 100% = 413<br>C+NC |
| MALE | 51%<br>67 | 18%<br>28 | 25%<br>24 | 38%<br>50 | 45%<br>1 30 |
| FEMALE | 49<br>33 | 81<br>72 | 75<br>76 | 62<br>50 | 55%<br>25 30 |

#30 DISTRIBUTION BY AGE

Sixty-three percent of the viewers were over 31 on a composit basis while 59 percent of the credit students and 68 percent of the non-credit were over 30. 5 percent were under age 16 with the remaining 32 percent between 17 and 20. Ten percent of the credit students were 16 or under. Question 28 indicated that almost three quarters of the viewers were college students or those aspiring to be students, while Question 31 indicated that 21 percent actually had the occupation of students and a quarter of these (based on age) were high school students. College students actually make up about 15 percent of the total group in so far as occupation is concerned, but those who are college students, part-time students, and high school students make up approximately 75 percent of the total. This indicates that approximately 50 to 60 percent of the total group are part-time students with some college credit or degrees. These people are skilled workers, professionals, housewives and teacher, and somewhat older than the usual college student.

RESPONSE IN PERCENT TO

QUESTION NUMBER 30 DISTRIBUTION BY AGE

KEY: M-MALE ▬ F-FEMALE ▮▮▮▮▮▮

| CATEGORY | ASTRONOMY | LATIN AMERICA I | LATIN AMERICA II | AVERAGE | COMPOSITE |
|---|---|---|---|---|---|
| | BASE 100% = 145 M<br>BASE 100% = 95 F | BASE 100% = 29 M<br>BASE 100% = 91 F | BASE 100% = 13 M<br>BASE 100% = 40 F | BASE 100% = 187 M<br>BASE 100% = 226 F | BASE 100% = 413<br>M+F |
| 16 or UNDER | 11%<br>2 | 7%<br>0 | 0%<br>0 | 10%<br>1 | 5%<br>4 1 |
| 17-22 | 23<br>29 | 4<br>7 | 7<br>0 | 19<br>15 | 17<br>9 8 |
| 23-30 | 13<br>16 | 17<br>23 | 8<br>12 | 12<br>18 | 15<br>5 10 |
| 31-40 | 21<br>21 | 31<br>23 | 31<br>23 | 24<br>22 | 23<br>11 12 |
| OVER 40 | 32<br>32 | 41<br>47 | 54<br>65 | 35<br>44 | 40<br>16 24 |

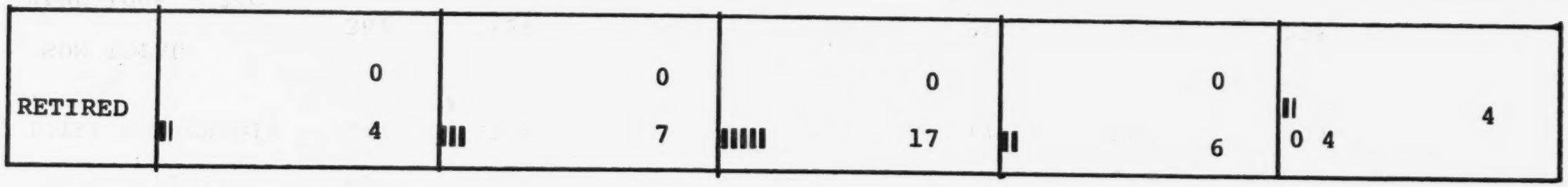
RESPONSE IN PERCENT TO

QUESTION NUMBER 31

DISTRIBUTION BY OCCUPATION

KEY: C - CREDIT ▬ NC - NON-CREDIT

| CATEGORY | ASTRONOMY<br>BASE 100% = 97 C<br>BASE 100% = 143 NC | LATIN AMERICA I<br>BASE 100% = 44 C<br>BASE 100% = 76 NC | LATIN AMERICA II<br>BASE 100% = 24 C<br>BASE 100% = 29 NC | AVERAGE<br>BASE 100% = 165 C<br>BASE 100% = 248 NC | COMPOSITE<br>BASE 100% = 413<br>C+NC |
|---|---|---|---|---|---|
| STUDENT | 62%<br>13 | 11%<br>4 | 4%<br>0 | 40%<br>9 | 21%<br>16 5 |
| SKILLED WORKER | 4<br>25 | 7<br>11 | 4<br>3 | 5<br>18 | 12<br>11 1 |
| TEACHER | 24<br>14 | 32<br>18 | 29<br>28 | 27<br>17 | 21<br>11 10 |
| PROFESS-IONAL | 4<br>26 | 16<br>24 | 8<br>31 | 8<br>26 | 19<br>3 16 |
| HOUSEWIFE | 6<br>18 | 34<br>36 | 55<br>21 | 20<br>24 | 23<br>15 3 |




#31 DISTRIBUTION OF RESPONDENTS BY OCCUPATION

The credit viewers in Astronomy were mainly students, while housewives were the main credit viewers in Latin America I and II. Overall, housewives accounted for 23 percent of the viewers; followed by teachers, 21 percent; students, 21 percent; professionals, 19 percent; skilled, 12 percent; and retired, 4 percent. Credit wise, students made up 40 percent of the viewers and "teachers", 27 percent. Students and teachers together were 67 percent of the credit viewers. Adding housewives brings the total to 87 percent so that these three groups were the primary credit audience.

Professionals, skilled workers, and housewives, made up 68 percent of the non-credit viewers. Adding teachers brings this total to 85 percent.

# T A B L E  I V

IN PERCENT

OCCUPATION AND LOCATION CORRELATION

ASTRONOMY

Base 100% - 97 C
Base 100% - 143 NC

| | | ALBANY | BUFFALO | BROCKPORT | GENESEO | OSWEGO | ONONDAGA | NEW YORK | TOTAL OCCUPATION |
|---|---|---|---|---|---|---|---|---|---|
| STUDENT | C | 53% | 2% | 3% | 1% | 0% | 1% | 2% | 62% |
| | NC | 0 | 7 | 0 | 1 | 1 | 2 | 3 | 14 |
| SKILLED WORKER | C | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 5 |
| | NC | 2 | 2 | 4 | 4 | 0 | 2 | 10 | 24 |
| TEACHER | C | 11 | 5 | 0 | 1 | 3 | 0 | 3 | 23 |
| | NC | 2 | 0 | 2 | 0 | 0 | 4 | 4 | 12 |
| PROFESSIONAL | C | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 4 |
| | NC | 6 | 1 | 1 | 4 | 0 | 3 | 13 | 28 |
| HOUSEWIFE | C | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 6 |
| | NC | 3 | 1 | 5 | 2 | 0 | 3 | 4 | 18 |
| RETIRED | C | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | NC | 1 | 0 | 0 | 1 | 0 | 0 | 2 | 4 |
| LOCATION TOTAL CREDIT | | 69% | 12% | 6% | 4% | 3% | 1% | 5% | |
| LOCATION TOTAL NON-CREDIT | | 14% | 11% | 12% | 11% | 1% | 14% | 37% | |
| SUM TOTAL | | 36% | 12% | 9% | 8% | 2% | 8% | 25% | |

BASE 100% - 24C and NC

# T A B L E V

INPERCENT

OCCUPATION AND LOCATION CORRELATION

HISTORY OF LATIN AMERICA I

Base 100% 44 Credit Viewers
Base 100% 76 Non-Credit Viewers

| | | ALBANY | BUFFALO | BROCKPORT | GENESEO | OSWEGO | ONONDAGA | NEW YORK | TOTAL OCCUPATION |
|---|---|---|---|---|---|---|---|---|---|
| STUDENT | C | 0% | 7% | 0% | 0% | 0% | 0% | 5% | 12% |
| | NC | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 3 |
| SKILLED WORKER | C | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 6 |
| | NC | 1 | 1 | 0 | 1 | 0 | 5 | 1 | 9 |
| TEACHER | C | 12 | 7 | 0 | 5 | 2 | 5 | 2 | 33 |
| | NC | 4 | 4 | 1 | 1 | 0 | 6 | 4 | 20 |
| PROFESSIONAL | C | 0 | 9 | 0 | 5 | 0 | 1 | 0 | 15 |
| | NC | 3 | 4 | 1 | 7 | 0 | 3 | 4 | 22 |
| HOUSEWIFE | C | 5 | 7 | 5 | 5 | 2 | 10 | 0 | 34 |
| | NC | 0 | 4 | 10 | 13 | 0 | 8 | 8 | 43 |
| RETIRED | C | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | NC | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 3 |
| TOTAL CREDIT | | 17% | 30% | 7% | 15% | 6% | 18% | 7% | |
| TOTAL NON-CREDIT | | 9% | 14% | 13% | 23% | 0% | 23% | 18% | |
| SUM TOTAL | | 12% | 19% | 12% | 20% | 3% | 20% | 14% | |

Base 100% - 120
C + NC

# T A B L E  V I

IN PERCENT

OCCUPATION AND LOCATION CORRELATION

HISTORY OF LATIN AMERICA II

Base 100% - 24 Credit viewers
Base 100% - 29 Non-Credit viewers

| | | ALBANY | BUFFALO | BROCKPORT | GENESEO | OSWEGO | ONONDAGA | NEW YORK | TOTAL OCCUPATION |
|---|---|---|---|---|---|---|---|---|---|
| STUDENTS | C | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| | NC | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 3 |
| SKILLED WORKER | C | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 5 |
| | NC | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| TEACHER | C | 5 | 30 | 0 | 0 | 0 | 0 | 0 | 35 |
| | NC | 7 | 14 | 3 | 3 | 0 | 0 | 0 | 27 |
| PROFESSIONAL | C | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 9 |
| | NC | 14 | 10 | 3 | 0 | 0 | 0 | 0 | 27 |
| HOUSEWIFE | C | 30 | 21 | 0 | 0 | 0 | 0 | 0 | 51 |
| | NC | 10 | 10 | 3 | 0 | 0 | 0 | 0 | 23 |
| RETIRED | C | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | NC | 14 | 3 | 0 | 0 | 0 | 0 | 0 | 17 |
| TOTAL CREDIT | | 33% | 67% | 0% | 0% | 0% | 0% | 0% | |
| TOTAL NON-CREDIT | | 47% | 40% | 9% | 3% | 0% | 0% | 0% | |
| SUM TOTAL | | 40% | 52% | 6% | 2% | 0% | 0% | 0% | |

Base 100% - 53
C + NC

## OCCUPATION AND LOCATION CORRELATION

An Array was made in the preceding charts showing the location and occupation of the credit and non-credit students. This was made to give some indication of who took what, where, and it yielded some interesting results. For example, 62 percent of the credit viewers in Astronomy were students. That is of the 97 credit viewers 61 were students, but of the 61 students 51 or 84 percent were registered in Albany with the remainder of the state accounting for only 16 percent of the student credit population. This seems to indicate that the students or the various schools were not too well informed or were not advised to take a credit television course. More non-students for example registered for credit in Oswego and New York than students.

Students comprised only 12 percent of the credit viewers in Latin America I. It must be kept in mind that this is based on those who answered the questionnaire and not the total registration. However, it is quite indicative of who was taking what. Students registered for credit in Latin America II not even in Buffalo where the series was produced.

Basically this chart indicates that students took little advantage of the television courses. But perhaps this is to be expected when so much regular instruction is at hand in the schools. These are summarized below.

COMMENTS FROM THE OCCUPATION AND LOCATION CORRELATION IN TABLES IV, V, AND VI.

| | | |
|---|---|---|
| In Astronomy: | The highest percentage of credit viewers were students | 62% |
| | The highest percentage of non-credit viewers were professional | 28% |
| | Albany had the highest percentage of credit viewers | 69% |
| | New York had the highest percentage of non-credit viewers | 37% |
| In Latin America II: | The highest percentage of credit viewers were housewives with teacher at 33% | 34% |
| | The highest percentage of non-credit viewers were housewives | 43% |
| | Buffalo had the highest percentage of credit viewers | 30% |
| | Geneseo and Onondaga shared the highest percentages of non-credit viewers | 23% |

| | | |
|---|---|---|
| In Latin America II: | The highest percentage of credit viewers were housewives | 51% |
| | The highest percentage of non-credit viewers was shared by teachers and professionals | 27% |
| | Buffalo had the highest percentage of credit viewers | 67% |
| | Albany had the highest percentage of non-credit viewers | 47% |

## CONCLUSIONS AND IMPLICATIONS

One of the purposes of this survey is to evaluate the television programs in terms of the information obtained from the questionnaires. Another purpose is to draw conclusions and implications to point the way toward future development. The latter is perhaps more important than the former.

The programs were quite successful from the point of view of the viewers who enjoyed and appreciated them. The programs were viewed for credit and enrichment. Astronomy was an excellent choice as it was a basic scientific program so necessary in undergraduate work. Latin America I and II made excellent teachers available to the entire state in a subject field where there is a scarcity of good teachers. They were offered as college credit courses, but they could also be taken for enrichment which is a good arrangement. The viewers felt the courses were as good or better than the average college course. Thus, from many points of view the courses were quite successful as a venture into this field.

The courses were not successful from other points of view. The size of the audience was indicative of a lack of publicity or understanding on the part of the students, teachers and public. Some aspects of the courses were not too well planned, and students found parts of them confusing, difficult or vague. The courses were as good or better than other college courses, but with the time and effort that went into them they should have been far superior to the average college course. In general the

courses were like other television courses.

The courses, with perhaps the possible exception of some of the astronomy programs, were remakes of classroom courses where television was used to stimulate classroom teaching. The result was that the courses were good classroom programs, but not tremendous fare for television. The programs were designed for classroom teaching, but were not designed for television learning. Learning, whether for credit or enrichment, is the ultimate goal of television courses. These courses offered a great deal of excellent teaching but were not programmed for optimum learning, and learning is the goal.

It is suggested that the courses be field tested on selected groups of students before they are released for state wide use. This evaluation and correction can be done on a process basis rather than waiting until a series is complete. That is, after completing the first half dozen programs, they could be field tested with a student response system and revised while the others are in production. It should be noted that even increasing the learning effectiveness of a course or the television part of a course will not necessarily improve the total course by a large amount. The student still has to do a lot of work outside of the course. It will, however, substantially improve that portion of the course over which we have direct control.

Many students have been out of college quite some time, and perhaps a few programs on learning by television might be useful. This is particularly needed to

show students the large amount of outside work which they must do on their own. Working by themselves is a new type of learning situation for many students, and they need guidance in this area.

Publicity for the programs should be increased, especially on-campus, so that advisors, deans and registrars are fully informed of the courses. This may be a reflection of an attitude toward televised education. This varies from location to location; the Albany area was one in which there was a great deal of publicity, and the faculty was very interested in having their students watch the programs over television. The State University of New York at Albany also provided facilities for the on-campus viewers to watch the programs.

Programs in basic freshman English or remedial English or basis freshman history courses might be offered. It is assumed that large numbers of students will watch such courses and give them a firm economic base. A beginning English, social science or unified course might be a good one to put on a systems basis where it is field tested and corrected before going on a state wide basis.

The last note in these conclusions and implications is that any major undertaking such as a television series should have evaluation built into it. If the university is going to expend many thousands of dollars on a series, than a certain percentage or amount should be built into the budgets of academic or continuing education programs so that their effectiveness and worth can be

determined for future budgetary needs.

These television courses were good, but needed some improvement, ways and means of improving them have been suggested. These are intended in a spirit of constructive criticism which is one of the reasons for an evaluation of a program. Ordinarily, non-television college courses are usually not evaluated by the students and no formal evaluation or criticism is available to most instructors. The results of this survey must be interpreted in that light. That is, these courses over television were evaluated and some criticisms noted, but they were still as good or better than most college courses according to the viewers response.

## SUMMARY

1. The programs were useful and well received by the students.
2. Programs should be field tested for learning before they are shown on a state wide basis.
3. There should be more publicity, especially on-campus publicity.
4. Basic courses such as freshman English or history might have a larger audience.
5. Evaluation should be built into major undertakings.
6. Students should be orinted toward televised instruction.
7. A random state wide sample or viewers and/or current non-viewers might give a more comprehensive view of the needs in the state.

# APPENDIX

# QUESTIONNAIRE

STATE UNIVERSITY OF NEW YORK AT ALBANY
Instructional Resources Center
Research Division

Television Questionnaire
FALL 1966

Name _____

Address _____

1. How many of the television lessons did you view?

[ ] the first few
[ ] about half
[ ] most of them
[ ] all of them

2. When did you view the television lessons?

[ ] morning
[ ] afternoon
[ ] evening
[ ] at different times

3. Where did you register for the course and/or receive the syllabus?

[ ] Albany
[ ] Buffalo
[ ] Brockport
[ ] Geneseo
[ ] Oswego
[ ] Onondaga Com. Coll.
[ ] Box # in NY

4. Did you take notes while viewing these television courses?

[ ] rarely
[ ] occasionally
[ ] fairly often
[ ] most of the time

5. What times would be the most convenient for you to view television lessons?

[ ] Weekday

morning

[ ] 7:00 - 8:00
[ ] 8:00 - 9:00
[ ] 9:00 - 10:00
[ ] 10:00 - 11:00
[ ] 11:00 - 12:00

[ ] Saturday

afternoon

[ ] 12:00 - 1:00
[ ] 1:00 - 2:00
[ ] 2:00 - 3:00
[ ] 3:00 - 4:00
[ ] 4:00 - 5:00
[ ] 5:00 - 6:00

[ ] Sunday

evening

[ ] 6:00 - 7:00
[ ] 7:00 - 8:00
[ ] 8:00 - 9:00
[ ] 9:00 - 10:00
[ ] 10:00 - 11:00
[ ] 11:00 - 12:00

6. How helpful was the syllabus in learning the material in the television courses?

[ ] it was helpful
[ ] it was not helpful

7. Did you buy the textbook(s) for this television course?

[ ] yes
[ ] no

8. Was the textbook helpful in learning the material in this television course?

[ ] yes
[ ] no

9. How would you describe the content of this course?

[ ] too hard
[ ] just right
[ ] too easy
[ ] didn't understan

10. How would you describe the presentation of this course?

[ ] dull
[ ] interesting
[ ] stimulating

11. How do these television lessons compare to the other courses you have taken, either by television or in the classroom?

[ ] better than [ ] worse than
[ ] about the same [ ] difficult to compare

12. If you watched repeat broadcasts of these television lessons, why did you do so?

[ ] to make up a lesson missed
[ ] to review a previous lesson

13. When did you last take a college course other than this particular television course?

[ ] within last year [ ] never
[ ] within last 2 years
[ ] within last 4 years
[ ] more than 4 years ago

14. In what way(s) are you presently continuing your higher education other than this television course?

[ ] not now continuing my higher education
[ ] as a full-time credit student
[ ] as a part-time credit student
[ ] as a non-credit student

How are you doing this?

[ ] attendance at a local institution
[ ] television courses
[ ] correspondence courses

15. If you are not now continuing your higher education, in what way(s) do you plan to do so?

[ ] do not intend to continue
[ ] as a full-time student (credit)
[ ] as a part-time student (credit)
[ ] as a non-credit student

How do you plan to do this?

[ ] attendance at a local institution
[ ] television courses
[ ] correspondence courses

16. What type of course do you want on television?

[ ] graduate credit
[ ] under-graduate credit
[ ] teacher in-service credit
[ ] graduate non-credit
[ ] under-graduate non-credit

17. How often would you be willing to attend a class meeting at a local college to obtain extra credit in a television course?

[ ] not at all [ ] once a month
[ ] once a week [ ] once every 2 weeks
[ ] once every 3 weeks

18. What is your objective(s) in continuing your higher education?

[ ] under-graduate degree
[ ] graduate degree
[ ] not for degree, but for personal enrichment

19. Will further courses on television help you to achieve this goal?

[ ] yes [ ] no

Why? _____

_____

_____

20. How did you find out about this television course?

_____

_____

21. What program(s) in this television course did you like best and why?

_____

_____

22. Which program(s) in this television course did you like least and why?

_____

_____

23. What subjects would you like to see on future television courses?

_____

_____

24. What comments describe your feelings about learning via television?

_____

_____

25. We would appreciate any additional opinions or comments that you may have regarding your experience in viewing this college credit television course.

We are particularly interested in your comments relating to the quality and content of the subject material, its presentation by the instructor, and the television production and broadcast.

We also want to know how we may better help you to continue your higher education with future television credit courses.

_____

_____

_____

_____

_____

_____

26. I was registered in:

[ ] Eye on the Universe course
[ ] History of Latin America I course
[ ] History of Latin America II course

27. I was registered as a:

[ ] credit student
[ ] non-credit student

28. Please check the highest educational level which applies to you.

[ ] high school [ ] college
[ ] junior college [ ] beyond college

29. Sex: [ ] male
[ ] female

30. Age: [ ] 16 or under
[ ] 17 - 22
[ ] 23 - 30
[ ] 31 - 40
[ ] over 40

31 Occupation: [ ] student
[ ] skilled worker
[ ] teacher
[ ] professional
[ ] housewife
[ ] retired